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ABSTRACT

This study explored the effects of after-school supervision on 8th graders' academic performance. Data from the National Educational Longitudinal Study of 1988 relating to a total sample size of 20,491 students (after exclusions) in 802 public and 233 private schools were analyzed. The analysis indicated that parents do not discriminate between sons and daughters when they leave children unsupervised. Hispanics and Asians are most likely, and Anglos least likely, to make sure their children have adult supervision. Parents with only a high school education are most likely to provide supervision, and parents with advanced degrees are most likely to leave their children unsupervised for short periods of time. Students living with both natural parents are supervised more than students living in other family types. Homemaking mothers are twice as likely as working mothers to make sure their child is supervised. The analysis of the consequences of lack of supervision indicated that the number of hours students watch television increases with the number of hours spent unsupervised. Students left unsupervised for less than an hour perform better on tests than students in other groups. Students left unsupervised for long periods of time receive lower grades than those in other groups. Four references are cited. (BC)

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Defying Statistics:

(Or "Latch-key Children in the Late '80s:")
Family Composition, Working Mothers, and After School Supervision

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April 1991

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Defying Statistics:

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In the early 1980s, stories about "latch-key" children and their increasing numbers frequently appeared in the pages of American newspapers. Wearing the key to their front door on chains around their necks, these children may spend several hours at home after school with no adult present. The disintegration of the traditional American family was blamed for this lack of supervision, which supposedly resulted in increasing discipline problems and television watching, and poorer grades and academic achievement. The composition of the American family was changing with the number of single-parent families increasing and more mothers entering the work force.

While the American family continues to rapidly change, the hue-and-cry over "latch-key" children has diminished. For example, spending a couple of hours a day without adult supervision has become socially acceptable for children in junior high. The argument is that these students can gain a sense of responsibility and independence by being left on their own. However, concerns are still voiced about the consequences of any child spending large amounts of time each day without adult supervision.

The entrance of the mother into the work force is a result of a balance of the need of the family for the income which that job brings, the desire for career development on the part of the mother, and the social resources available to the family either in the form of flexible work hours or additional services to replace those that were traditionally provided by the mother at home -- like child care. For the single mother with no alternative source of income the financial factor will probably weigh most heavily in her decision to work. For a mother with a professional career who

is financially secure the second factor of desire for career development may be most important. In each case there are likely to be effects on the child because the mother's job has a large impact on the home environment. Home environment contributes in large part to what social scientists often refer to as "family background."

While there are many factors which are important components of "family background," providing adequate after school supervision is one which is strongly related to family composition and maternal employment status. Inadequate after school supervision has been found to be negatively associated with academic achievement as well as outcomes of a more psychological nature, like self-esteem (cf. Woods, 1972). It has also been shown to have effects independent of those due to other forms of parent involvement (Muller, 1991). This paper explores the effects of supervision on several measures related to academic performance and asks how achievement might be improved if after school supervision were available to children who are left especially long periods. The goal is to see whether concerns about children being unsupervised are valid. First, we will describe what types of children are unsupervised after school and for how long. Then, we will suggest some of the consequences of this practice and their policy implications.

The Data

This analysis uses data from the National Education Longitudinal Study of 1988 (NELS:88), the first wave of a longitudinal panel study of a nationally representative sample of American eighth graders in 1988. The data collection is sponsored by the National Center for Educational Statistics and is being carried out by the National Opinion Research Center at the University of Chicago. The sampling was carried out in two stages: first 1035 schools were selected, and then 24,599 students from those schools. The schools include 802 public and 233 private schools, including 105 Catholic, 68 other religious, and 60 with no religious affiliation.

Sample Design

For the purposes of this analysis, a subpopulation of students from the 24,599 in NELS:88 were selected on the basis of several characteristics. First, native Americans are excluded because they account for only 1.3 percent of the weighted sample, thus are not a large enough group to comprise a separate racial group and exploratory analysis suggests that they are distinct and should not be included as part of any other subgroup. The exclusion of native Americans reduces the sample size to 24,300 students. Students are also excluded if their mother's employment status -- categorized as working full time, part time, or homemaker -- cannot be determined. Mother's employment status is defined by first obtaining formation from the parent questionnaire. When that is missing, an effort is made to obtain the information from other sources.[1] Thus a student is excluded if they have no mother or because her employment status cannot be determined, reducing the total sample size considered to 20,491.

This provides a sample which is slightly different from the total sample. Table 1 shows the weighted percentages of whether there is information on mother's employment status by socioeconomic status (SES) quartiles, and race or ethnicity. It indicates that lower SES families are excluded at a higher rate from this analysis. This is in part because non-response is higher among these families on the parent questionnaire. However, families in which the mother is not working temporarily or is unemployed, thus not in one of the three categories, are more likely to be

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[1] Since the general question is of the impact of employment status of the mother, it must be known for each case in the entire analysis. Initial employment status is derived from questions BYP1A1, BYP1A2, BYP32, BYP33A, BYP35 and BYP36A. If the respondent indicated that the mother had a job but was not at work temporarily because of illness, vacation, or strike (537 cases) ; or that the mother was unemployed and looking for work (630 cases); or "none of the above" (358 cases), the mother's employment status is coded as missing because it is not possible to determine if she usually worked full time or part time. If she was disabled (266 cases) or retired (30 cases) she is considered a homemaker. Mother's employment status was coded as part time if she was in school (301 cases). Finally, if the employment status is still undetermined but the respondent or the student indicated that the mother either was a homemaker or had never worked, mother's occupation was coded as a homemaker.

in the lower SES quartiles. We also see that racial and ethnic minorities are excluded from the analysis at higher rates than Anglos.

A Profile of the Working Mother

The mothers of this sample differ with respect to demographic characteristics depending upon their employment status in many of the same ways that previous researchers have found. Table 2 shows the distribution of some of these characteristics by mother's employment status. Mothers who work full time are younger, they have fewer children at home, and they are more educated than homemakers. Part-time employees have even more education, are older, and are more likely to be in the highest SES quartile. They are also more likely to reside in suburban areas.

It is not surprising that employed mothers are less likely to fall into the lower SES quartile than homemakers. This is in part because SES includes family income and parents' occupation as components. Thus, single mothers are much more likely to fall into this quartile, and being employed helps keep them out. The importance of a single mother's job to the family's financial capital is often greater than if she were living with an employed husband. Table 3 shows the distribution of employment status by race and whether the family includes both natural parents, a natural parent and a step-parent, or a single mother. It is not surprising that single mothers are more likely to be employed full time than are mothers in two parent families. We, however, were initially surprised to find that mothers in families in which there are two parents but one is a step-parent are also more likely to be employed full time. In fact, mothers in step parent families work part time at a rate (14 percent) more similar to single mothers (13 percent) than those in two natural parent families (22 percent). Additionally, African-American women in this category are even more likely to be employed full time than their single counterparts. It is impossible with these data to identify the cause of this difference, but it does appear that the employment status of the mother is in some way associated with the stability of the family as a unit, with the presence of both

parents in the household representing the most stable form of family unit. Mothers in the most stable family units are least likely to work. The difference in the rates of mothers working between two natural parent families and those with step parents may be partially due to the mother's employment status before the marriage. Once she has begun a career, the woman is more likely to continue working after marriage. African-American mothers, who as a subgroup are especially unlikely to reside in a two natural-parent household, have exceptionally high rates of full-time employment relative to part-time employees and homemakers regardless of household composition.

Family composition and mother's employment status are also related to what type of schools eighth graders attend. Children in two natural-parent families are also more likely to attend private schools. Children of full-time working mothers are less likely to attend private schools, except those of single mothers who work full time. These children are almost as likely to be sent to Catholic schools as those of full-time working mothers in two natural-parent families. Single mothers who are employed full time may be looking to the Catholic schools to provide the additional social capital that Coleman and Hoffer (1987) suggest is available in these schools.

Who is Unsupervised After School?

While parents and policy makers have been prompt to link mother's employment status to the need for after school supervision, systematic research on the effect of inadequate supervision for older children has been sparse, mainly for lack of adequate data. The link between family composition and the need for after school supervision is less clear and probably confounded by mother's employment status. For example, single mothers are more likely than those with husbands to work full time out of financial necessity, thus being unable to personally provide or pay for after school supervision of their children. Alternatively, mothers in families with two parents are likely to have more options and may balance working with supervision by choosing not to work while their child is young and to work only part time after the child is old enough to stay

by himself or herself for a few hours each day. Children who are in junior high and older are likely to be able to fend for themselves for short periods of time, but may still find being alone for extended periods of time stressful. Although after school supervision is not provider specific, it is time dependent, making employed parents with inflexible work hours dependent on alternative sources of supervision. These include after school programs or in-home child care. In general, we would expect that after school supervision, with its specific time demands, would be most difficult for employed parents to provide.

NELS:88 clearly shows that leaving junior high students at home unsupervised for several hours after school is a common practice in the United States. A sizeable majority (60 percent) of eighth graders report spending some time, but less than two hours, without adult supervision. On average, they spend between one to one-and-a-half hours a day fending for themselves. Additionally, eighth graders are just over 1.5 times more likely to report spending more than two hours at home without adult supervision than never being left home without it. However, we do not know why these students are unsupervised or what they are doing during that period. Some working parents may not be able to afford child care while others believe that their eighth grader "doesn't need a baby sitter." Some students may be baby sitting their younger siblings. Whatever the reason, most eighth graders often spend several hours at home after school without adult supervision. Thus, the important factor may not be whether a student is unsupervised or not, but for how long.

Figure 1 shows which types of students are left unsupervised after school and for how long. Parents do not seem to discriminate between their sons and daughters when deciding to leave them unsupervised. There are racial and ethnic differences, however. Hispanics (21.5 percent) and Asians (19 percent) are the most likely to make sure their children have adult supervision at all times. While the Anglos are the least likely to have an adult at home (12 percent), they are also the least likely to leave their children for more than two hours without supervision (24 percent). Blacks (33 percent) are slightly more likely than the other groups to leave their children for long periods of time without adult supervision. The relationship between parents' education

and after school supervision is not very clear. Those with only a high school education or less are the most likely to either provide supervision (18 percent) or leave their children at home unattended for longer periods of time (27 percent). One the other end of the scale, those with an advanced degree (68 percent) are the most likely to leave their children at home unsupervised for short periods of time.[2]

As anticipated, the amount of after school supervision an eighth grader receives is related to the students' family type and mother's employment status. Figure 2 shows that students living with both natural parents are supervised more than students from other family types. Only just over one fifth (22 percent) of those students living with both natural parents are left unsupervised for more than two hours after school. Student with single mothers are the most likely to spend longer periods of time on their own (36 percent), while those from families with step-parents are between these two groups. However, students in step families the least likely to be constantly supervised -- 11 percent compared to 15 and 13 percent for the two forms of two parent families. The fact that students from two parent families are less likely to be left for long periods of time seems to indicate that having two parents in the home may facilitate supervision of the children outside of school. However, natural parents seem to be the most likely to make sure the children are not left for long periods of time without an adult present.

Figure 2 also shows a more marked difference in the amount of after school supervision depending on the mother's work status than for family composition. Homemakers are twice as likely as working mothers -- 22 percent for homemakers compared to around 11 percent for working mothers -- to make sure their child is never left unsupervised. They are also slightly more likely to make sure their child is not left on their own for long periods of time (19 percent). How much a mother work also affects how long a student is left unsupervised. Close to a third (31 percent) of students with mothers who work full time are left for extended periods unsupervised,

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[2] Murnane, Maynard and Ohls (1981) found mother's education to be a critical resource in determining a child's achievement. They conjectured that part of the reason for this was that those mothers were better able to arrange good child care.

while just over a fifth (22 percent) of students with part-time mothers are left as long. Although we do not know why some mothers work part time, these results support the hypothesis that they may be dividing their time between work and their children, especially older ones like those in NELS:88, by leaving them unsupervised for relatively short periods of time.

The relationship between mother's work status and after school supervision generally holds for the three family types -- homemakers provide the most supervision and mothers who work full time the least. Figure 3 also shows that the relationship is strongest for single parents, with 38 percent of the students with mothers working full time being left for more than two hours a day, and just more than a quarter of those whose single mothers are homemakers receiving constant supervision. This indicates that single mothers have more financial and time constraints which make after school supervision more problematic for them if they work. However, they may compensate for this lack of supervision in other ways which are not dependent on time.

Availability of time and money do not seem to be the only factors affecting provision of after school supervision. Some families may choose not to invest in after school supervision for their eighth grader. We see from Figure 3 that families including a step-parent sometimes look like natural-parent families and other times look like single mothers depending on the mother's working status. Mothers in families with step-parents who work full time or are homemakers leave their children unsupervised for long periods of time at similar rates to single mothers. Those who work part time, however, have rates similar to natural parent families. In addition, mothers in step-parent families are the least likely to provide constant supervision regardless of employment status. This again indicates that some mothers may choose to work part time in order to balance the demands of family and career.

The relatively large effect of mother's working status remains even after controlling for traditional demographic characteristics such as race/ethnicity, family income, and parents' education. The regression results in Table 4 clearly show that mothers who work leave their children unsupervised for significantly longer periods of time than homemakers, with those who work full time leaving their children the longest . Family composition also has a relatively large

effect on the amount of time left unsupervised, about equal to that of mothers who work part time. Demographic variables such as race/ethnicity and family income do not seem to have very strong independent effects on the amount of after school supervision provided. However, it should be noted that our attempt to model the factors affecting the amount of time left unsupervised is not very good, explaining only 4 percent of the variance.

While we have found clear indications that family composition and mother's work status affect after school supervision independent of demographic characteristics, we have not determined whether this practice is harmful for the students. To attempt to address this concern, we will move on to the consequences of a lack of adult supervision on factors such as the amount of television a student watches and academic achievement.

Consequences of No After School Supervision

Most of the arguments for the need of adult supervision for children after school center on what unsupervised students are doing, such as watching television or doing homework, and how being unsupervised affects their academic achievement. The concern is that without adult supervision and the structure an adult would probably provide, a student will tend to watch excessive amounts of television instead of doing their homework or other activities such as reading. In addition, the stress of being unsupervised for long periods may cause their school work will suffer. Our goal is to see if after school supervision has an effect on television watching, homework, test scores, and grades independent of possibly confounding factors. Table 5 contains the results of regressions for the effect of after school supervision on the mentioned variables controlling for student, family, and school characteristics. The results for each will be discussed separately.

Television: As with being unsupervised at home for short periods of time, students commonly watch several hours of television on school nights. The eighth graders in NELS:88 watch an

average of about 3 hours and 20 minutes of television a night. In fact, only about 3 percent of eighth graders do not watch any television, while 43 percent watch more than 3 hours a night. The lower line in Figure 3 shows that the number of hours of television a students watches increases with the number of hours a student spends unsupervised. The line shows a slight curvilinear relationship between watching television and being unsupervised. Those students never left unsupervised watch about as much television as those left without an adult present for between one and two hours, while those left unsupervised for less than an hour watch the least. There is about a half hour difference between the lowest group and the highest, with those unsupervised for more than two hours watching over three-and-a half hours.

Time spent without adult supervision continues to have an effect on the amount of television watched even when controlling for other factors including race or ethnicity, family structure, and mother's work status. Table 5 shows that, holding everything else constant, students watch about 8 minutes (or .137 of an hour) more of television per day for every hour left unsupervised. The amount of time left unsupervised is also the most influential variable in the model, with only mother's education and being African-American being more so. After school supervision also weakens the effect of mother's work status on television watching and equalizes the effects of step parents and single mothers. Thus, there is clear evidence to support the claim that having an adult around most of the time reduces the amount of television an eighth grader watches.

Homework: Unlike with television watching, the relationship between amount of adult supervision and the number of hours a student spends doing homework each week is less clear. On average, eighth graders do almost 6 hours of homework per week (or under 1 hour and 15 minutes a night if they only did homework on school nights). In general, the upper line in Figure 3 suggests that the number of hours a student spends on homework decreases as the student is left supervised more. As with television watching, there is also a curvilinear relationship between

being unsupervised and doing homework, with those those left less than an hour unsupervised doing the most homework.

That relationship between homework and after school supervision disappears once we control for other factors such as race or ethnicity, family structure, and mother's work status. This may partly be due to the fact that none of the variables in Table 5 explain much of the variance in the number of hours spent doing homework -- the model explains under 3 percent of the variance. Mother's education, family income, school sector, and gender are the most influential variables and are not affected much by the inclusion of after school supervision in the model. This indicates that although students left unsupervised are watching more television, being home without an adult does not seem to affect the amount of homework they do.

Test Scores: A strong effect of no adult supervision on academic achievement can be seen in its negative association with test score performance illustrated in Figure 4. Again, we see a clear curvilinear relationship with those students left unsupervised for less than an hour performing better on tests than the other groups. Those always supervised receive on the average lower test scores than any of the other groups except those left unsupervised for more than three hours.

The relationship between test scores and adult supervision remains even after controlling on other student, family, and school characteristics. Table 5 shows that the amount of after school supervision is the most influential variable for the model after mother's education, family income, and racial or ethnic group membership. Controlling for after school supervision also strengthens the positive effect for mother's work status, especially for students whose mothers work part time. It also mitigates the effect of family composition on test scores such that single mothers are not significantly different from two natural-parent families. Students with step-parents, however, still score significantly lower on standardized tests. These results suggest that being left unsupervised for long periods of time offsets gains from having a working mother, such as increased financial resources or higher quality interaction between mother and child. As suggested earlier, the

relatively large positive effect for mothers who work part time may be due to their balancing of family and work demands.

Grades: In addition to scoring lower on tests, students left unsupervised for longer periods of time also receive lower grades. Figure 5 illustrates this negative association with a grade separating those receiving the highest average grades and those receiving the lowest. The graph also shows the familiar curvilinear relationship with after school supervision, although it is somewhat weaker than that for test scores.

After school supervision continues to be a relatively strong predictor of grades even after controlling for other student, family, and school characteristics. Table 5 shows that only mother's education, family income, and gender are more influential than amount of time left unsupervised. Membership in step or single parent families are also relatively influential variables, both being significantly different from two natural-parent families. These results may indicate that grades are more sensitive to stress in student's lives since they are not only a measure of ability or knowledge gained, but also effort and behavior.

Since leaving students unsupervised after school for some period of time is a common practice, we are also interested in whether the amount of time without an adult present makes a difference on grades. The idea is that students may not find staying at home for short periods of time stressful, while being left for longer periods may be so. For this purpose we compared the mean grades for two groups: those left unsupervised for less than two hours, and those at home for more than two hours without an adult present.[3] The top line in Table 6 shows that there is a significant difference between the two groups -- average grades of 2.99 for those with some supervision and 2.81 for those receiving little -- not controlling on any other factors. A simple t-test comparing the raw averages is significant at less than the .001 level. Specifically, the

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[3] Students who are never left unsupervised were eliminated from this analysis because they are significantly different from the other two groups and are a fairly small proportion of our sample.

unsupervised group receives mean grades about .18 grade points below the supervised group, which is almost one quarter of a standard deviation for the two groups combined.

The bottom part of Table 6 shows the difference in mean grades for the two groups controlling on several background characteristics.[4] This is equivalent to comparing the predicted grades for two students who are identical except for the amount of supervision they receive. By comparing standardized, or adjusted, means, we have reduced the difference between the two groups -- 2.93 for those unsupervised for less than two hours and 2.86 for more than two hours -- by half to .07 by controlling on student and family characteristics. However, that difference is still close to 10 percent of the standard deviation for the two groups combined. These findings suggest that the impact of being unsupervised for long periods of time is mitigated but still significant even when students' backgrounds are taken into account.

Policy Implications

The results above clearly show that the lack of adequate adult supervision significantly affects students' academic performance. Students left on their own for long periods of time receive lower grades and test scores, even after controlling on background characteristics such as race/ethnicity, family composition, and mother's employment status. The evidence also suggests that these unsupervised students are not doing poorly in school because they are not doing their homework. While we have no way of testing it from NELS:88, eighth graders may feel significant amounts of stress from being home alone for an extended period of time each day after school. This stress may directly affect their academic achievement, as evidenced by their lower grades and test scores. This hypothesis is supported by the stronger effect of no after school supervision on

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[4] School characteristics such as urbanicity and sector, and mother's age were eliminated from this analysis in order to have a more parsimonious model. The regression results and means for each variable for our sample used to calculate the standardized means are given in Appendix A. The standardized means for each group were calculated by summing the results of multiplying the coefficient for each variable for that group by the sample mean.

grades than on test scores, since the former is may be more sensitive to stress. (Grades are also more sensitive than test scores to disruptions in the family structure which are a major source of stress for students.)

By the time they reach the eighth grade, a vast majority of students in American schools are spending some time after school without adult supervision. Like other researchers, we have found that the working status of a student's mother is a factor which strongly influences how long students are left unsupervised. Generally, mothers who work full time tend to leave their children unsupervised for longer periods compared those mothers working only part time and homemakers. This seems to suggest that some mothers are in a better position to juggle time demands of the work force and the supervision needs of their children.

Working mothers may not always supervise their children themselves, but may be send them to after school programs at school or in the community to help fill the time between the dismissal of school and the end of the work day. This may be especially true of mothers who work part time because they are more likely to be working in relatively close proximity to their suburban homes. Many parents, however, may not have access to these types of programs or have few options within the job market. This is especially true for single mothers, many of whom must take jobs with inflexible work hours to support their family. They are not available to provide transportation for their children to or from after school programs, and may not be able to afford enrollment or child care fees.

Improving the availability of after school supervision will be of greatest help to families who have fewer resources. For example, single mothers are often forced into the labor force in order to support their families and will work regardless of whether they can find adequate after school care for their children. The children of working mothers are the most likely to benefit from these types of programs since adequate after school supervision strengthens the positive effect of having a working mother on test score performance.

However, we must issue a warning here. Providing adult supervision after school for eighth graders is not a cure-all for their academic problems. Working mothers, especially those

who work full time, are more likely to have worked throughout their children's life and school careers. In addition, these children are also more likely to have very little to no daytime adult supervision during the summers. Thus, the effect of inadequate adult supervision eighth graders' academic performance is likely to be cumulative. Thus, the need is for after school programs suitable for students of all ages.

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Table 1

Availability of mother's employment status by SES and race and ethnicity

	SES QUARTILE				RACE/ETHNICITY				
	Low	2	3	High	Asian	Hispan	African -Amer	Anglo	Native Amer
Employment status of mother unknown (n=3913)	20.97	14.81	12.70	11.17	19.40	19.41	24.56	11.82	33.31
Total number of cases in unweighted sample	5934	5788	5836	7030	1527	3171	3009	16317	299
Number of missing cases for variable			11				276		

NOTE: Percentages are weighted and missing values for SES and race/ethnicity are not provided.

Table 2

Characteristics of the mother and family by mother's employment status

	Full-time (n=10,685) (weighted 53.22%)	Part-time (n=3,934) (weighted 19.24%)	Homemaker (n=5,872) (weighted 27.54%)
median family income	$32,281	$34,705	$27,055
median age of mother	39.54 years	40.01 years	39.87 years
average number of children at home	2.35	2.54	2.87
Mother's Education			
% high school graduates	88.98	90.83	74.93
% college graduates	17.74	18.49	11.34
Urbanicity			
urban	24.58	21.84	24.71
suburban	42.85	48.25	42.81
rural	32.57	29.91	32.48
socio-economic status			
% in lowest quartile	18.77	17.27	35.18
% in highest quartile	25.66	31.91	23.38

Table 3

Mother's employment status by race and ethnicity and household composition (in percentages)

	Two natural parents			Step parent (one natural parent)			Single mother		
Race/ethnicity	full-time	part-time	home maker	full-time	part-time	home maker	full-time	part-time	home maker
	n=6770	n=3081	n=4284	n=1589	n=383	n=706	n=2169	n=4426	n=671
Asian	56.29	15.06	28.66	62.57	22.87	14.56	57.30	14.49	28.21
Hispanic	43.75	14.89	41.36	56.94	10.01	33.05	53.80	11.98	34.22
African-American	65.56	13.72	20.72	71.37	11.37	17.26	62.93	12.43	24.64
Anglo	47.24	24.36	28.40	58.87	14.72	26.41	72.79	12.67	14.54
ALL	48.71	22.18	29.11	60.23	14.04	25.73	67.62	12.62	19.76

NOTE: Statistics are weighted.

Table 4

PARAMETER ESTIMATES FOR REGRESSION MODELS RELATING BACKGROUND CHARACTERISTICS TO NUMBER OF HOURS UNSUPERVISED

DEP VAR	NOSUPERV	
IND VAR	COEFF	BETA
intercept	1.60	**
MOMED	-.02	-.03**
PARINC	.02	.01
HISP	-.05	-.01
BLACK	.03	.01
ASIAN	.05	.01
NSIBS	-.04	-.04**
STEPPAR	.21	.06**
SINGLMOM	.25	.08**
FULLTIME	.42	.17**
PARTTIME	.24	.08**
MALE	.04	.02*
R SQUARE	.04	

Note: * Significant at .05 level. ** Significant at .01 level.
Logarithm was taken to the variable, PARINC.

Table 5

PARAMETER ESTIMATES FOR REGRESSION MODELS

DEP VAR	TV WATCH		HOMEWORK		TEST SCORES		GRADES	
IND VAR	COEFF	BETA	COEFF	BETA	COEFF	BETA	COEFF	BETA
intercept	3.44	**	4.56	**	46.95	**	2.90	**
MOMED	-.12	-.11**	.24	.07**	1.70	.26**	.10	.21**
PARINC	-.25	-.05**	.78	.05**	3.6	.13**	.20	.09**
HISP	.09	.02*	-.48	-.03**	-3.88	-.12**	-.05	-.02**
BLACK	.68	.14**	-.14	-.01	-6.42	-.21**	-.07	-.03**
ASIAN	.04	.00	.68	.02**	-.01	-.00	.18	.04**
NSIBS	-.05	-.04**	-.01	-.00	-.10	-.01*	-.01	-.01
MOMAGE	.00	.00	.03	.03**	.03	.02*	-.00	-.00
STEPPAR	-.07	-.02*	.07	.01	-.59	-.02**	-.13	-.06**
SINGLMOM	.08	.02**	-.02	-.00	-.23	-.01	-.15	-.07**
FULLTIME	.10	.03**	-.21	-.02*	.36	.02*	-.00	-.00
PARTTIME	.01	.00	-.05	-.00	1.07	.04**	.03	.01
URBAN	-.07	-.02*	-.28	-.02**	-.33	-.01	-.09	-.05**
SUBURB	-.12	-.04**	-.24	-.02**	.36	.02*	-.05	-.04**
CATHOLIC	.02	.00	.86	.04**	1.69	.04**	.15	.05**
ORELIG	-.56	-.06**	.69	.02**	1.82	.03**	.11	.03**
PRIVATE	-.40	-.03**	1.81	.04**	1.30	.02**	-.06	-.01
MALE	.07	.02**	-.45	-.04**	-1.12	-.06**	-.16	-.11**
NOSUPERV	.14	.10**	-.05	-.01	-.69	-.08**	-.06	-.09**
R SQUARE	.07		.03		.23		.12	

Note: * Significant at .05 level. ** Significant at .01 level.
The coefficient for income has been multiplied by 10,000. Thus, it should be interpreted as increment change per $10,000.

Table 6

AVERAGE GRADES FOR TOTAL SAMPLE AND FOR EACH SUBGROUP

	TOTAL	SUPERVISED GROUP	UNSUPERVISED GROUP
RAW AVERAGE	2.93	2.99	2.81
STANDARDIZED AVERAGE	2.93	2.93	2.86

Appendix A

PARAMETER ESTIMATES FOR REGRESSION MODELS RELATING BACKGROUND CHARACTERISTICS TO GRADES WITHIN EACH SUBGROUP

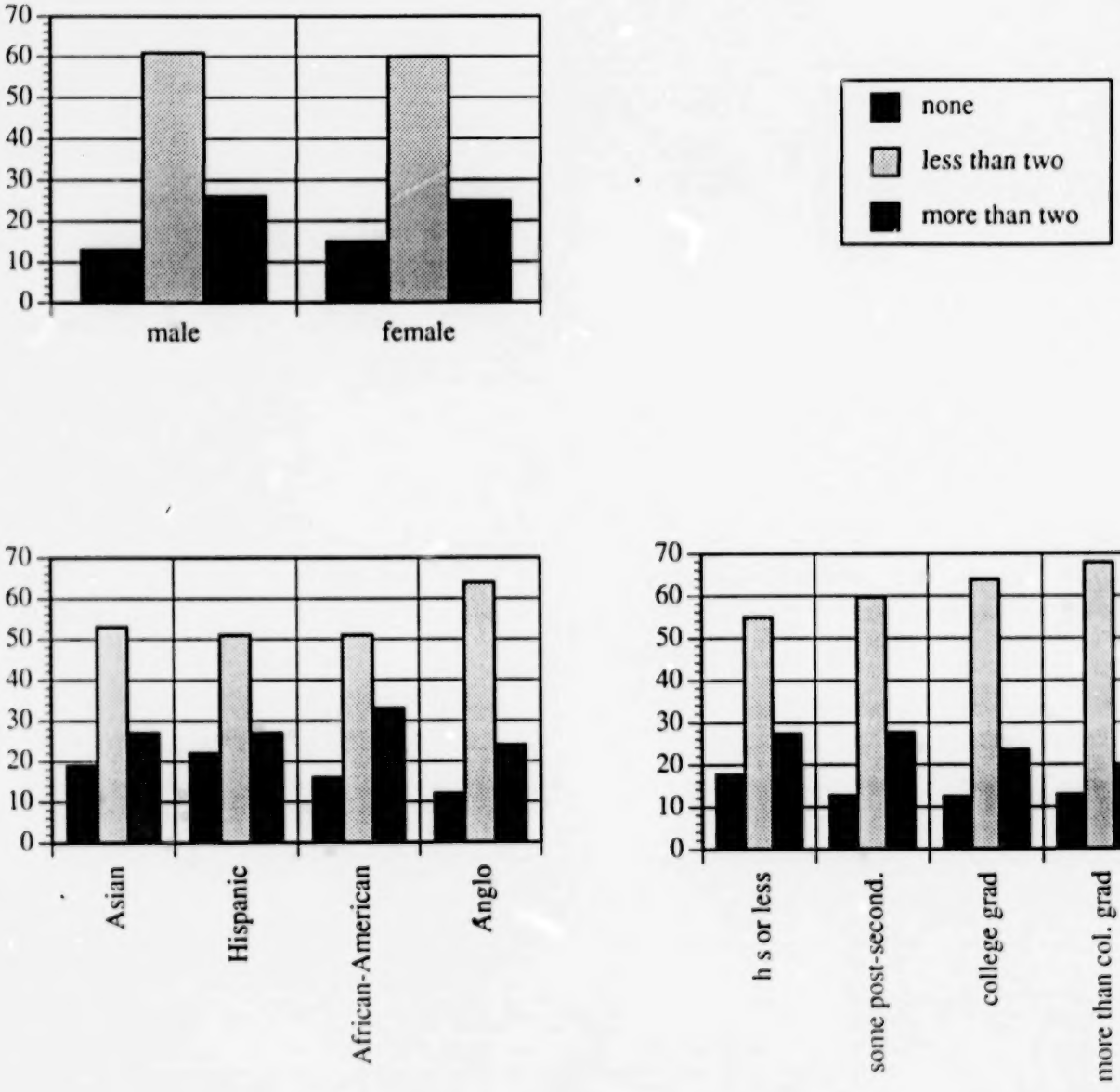
	Supervised Group		Unsupervised Group	
IND VAR	COEFF	BETA	COEFF	BETA
intercept	1.41	**	1.37	**
MOMED	.08	.24**	.07	.19**
PARINC	.05	.08**	.06	.09**
HISP	-.04	-.02	-.06	-.02
BLACK	-.11	-.04**	-.04	-.02
ASIAN	.25	.08**	.23	.07**
NSIBS	.01	.01	-.00	-.00
STEPPAR	-.16	-.08**	-.12	-.06**
SINGLMOM	-.10	-.05**	-.10	-.06**
FULLTIME	.02	.01	.04	.02
PARTTIME	.03	.01**	.06	.03
MALE	-.14	-.10**	-.16	-.11**
R SQUARE	.13		.10	

MEANS AND STANDARD DEVIATIONS OF VARIABLES

	Total		Supervised Group		Unsupervised Group	
VARIABLES	MEAN	SD	MEAN	SD	MEAN	SD
Grades	2.931	.75	2.990	.73	2.809	.76
MOMED	13.586	2.17	13.722	2.15	13.403	2.13
PARINC	10.253	1.15	10.342	1.10	10.176	1.12
HISP	.122	.33	.101	.30	.127	.33
BLACK	.119	.32	.100	.30	.146	.35
ASIAN	.061	.24	.056	.23	.065	.25
NSIBS	1.595	1.26	1.579	1.22	1.507	1.23
STEPPAR	.137	.34	.133	.34	.161	.37
SINGLMOM	.176	.38	.150	.36	.237	.43
FULLTIME	.521	.50	.507	.50	.626	.48
PARTTIME	.192	.39	.214	.41	.164	.37
MALE	.498	.50	.501	.50	.500	.50

Note: * Significant at .05 level. ** Significant at .01 level.
Logarithm was taken for PARINC before calculations.

highest education



NOTE: Each category sums to 100%.

Figure 2
Time left unsupervised by mother's employment status and family composition

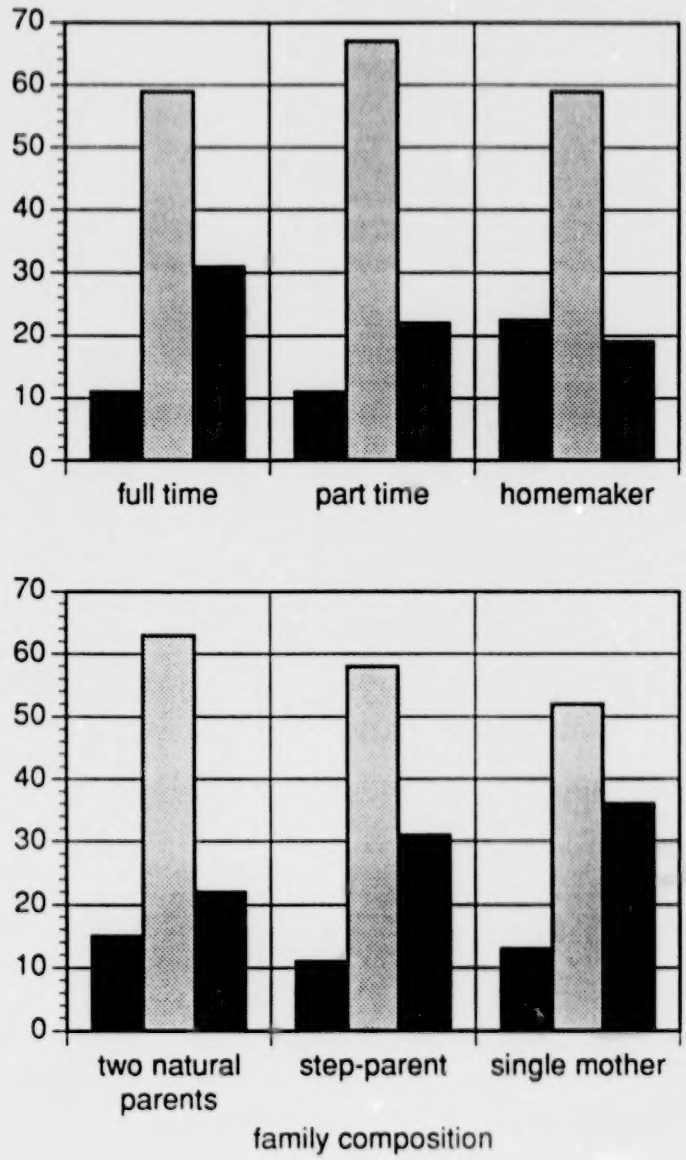


Figure 3a
Percent children never left alone by mother's employment status and family composition

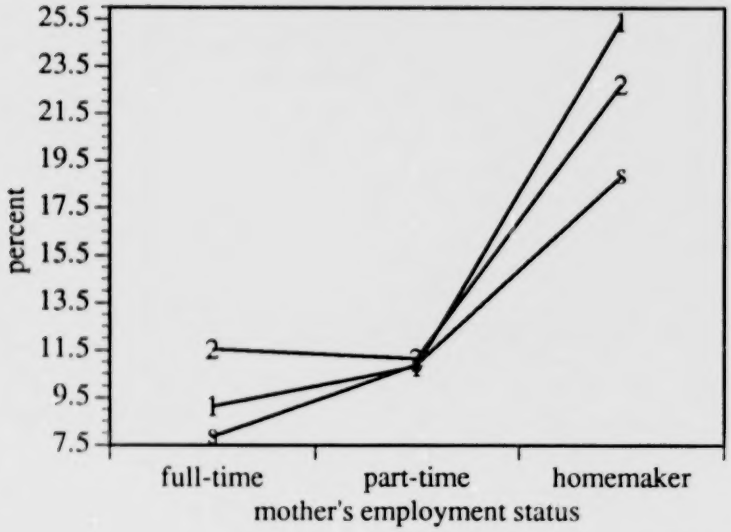
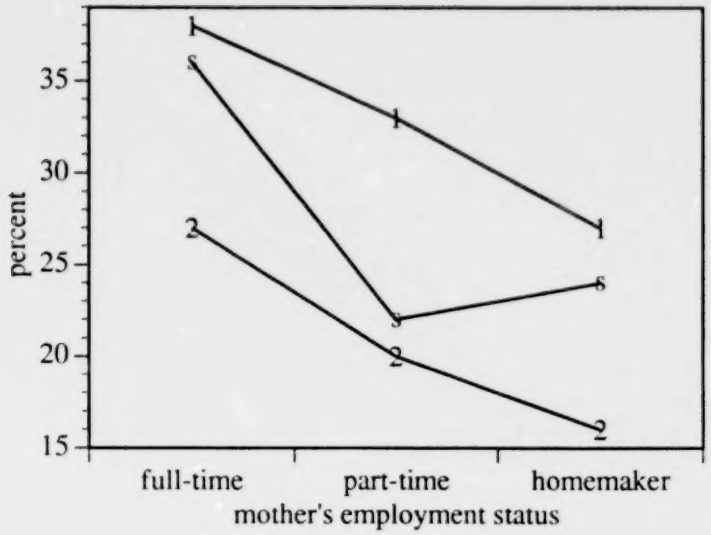


Figure 3b
Percent children left alone for more than two hours by mother's employment status and family composition



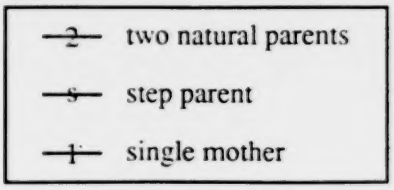


Figure 4
Amount of time spent on homework per week and watching television per day by hours spent unsupervised